Part I: Interacting in Meaningful Ways

**EMERGING**

1. Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-and-no and who-questions using simple phrases.

2. Engage in short written exchanges with peers on familiar topics using simple words and phrases.

3. Engage in longer written exchanges with peers and collaborators on more detailed written texts on a variety of topics using technology when appropriate.

**EXPANDING**

1. Contribute to class, group, and partner discussions by following turn-taking roles, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.

2. Contribute to class, group, and partner discussions by following turn-taking roles, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.

3. Engage in extended written exchanges with peers and collaborators on more detailed written texts on a variety of topics, using technology when appropriate.

**BRIDGING**

1. Contribute to class, group, and partner discussions by following turn-taking roles, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.

2. Contribute to class, group, and partner discussions by following turn-taking roles, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.

3. Engage in extended written exchanges with peers and collaborators on more detailed written texts on a variety of topics, using technology when appropriate.

**A. Collaborative (engagement in dialogue with others)**

**1. Engaging in conversational exchanges and expressing ideas on familiar topics by asking and answering yes-and-no and who-questions using simple phrases.**

**2. Engaging in short written exchanges with peers on familiar topics using simple words and phrases.**

**3. Engaging in longer written exchanges with peers and collaborators on more detailed written texts on a variety of topics using technology when appropriate.**

**B. Supporting opinions and persuading others.**

**4. Offering and justifying opinions, negotiation with and persuading others in communicative exchanges.**

**5. Negotiating with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (I agree with X, but...), and open responses.**

**C. Exchanging information and ideas with present, describe, and explain ideas and experiences using complete sentences and key words (e.g., the big black dog).**

**D. Expressing inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia with substantial support.**

**E. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia with substantial support.**

**F. Produce (creation of oral presentations and written texts).**

**9. Plan and deliver brief informative oral presentations on familiar topics.**

10. Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.

11. Justify opinions by providing some textual evidence or relevant background knowledge with substantial support.

12. Select language resources (selecting and applying varied and specific vocabulary and other language resources to effectively convey ideas - W.7.4-5; WHST 7.4-5; SL.7.1-3; SL.7.1-3).

13. Support arguments and support arguments and provide detailed evidence (e.g., identifying the specific language usage claims that are well-supported and distinguishing them from those that are not) when provided with light support.

14. Express opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.

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42. Express opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.
Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.

2. Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.

B. Expanding & Enriching Ideas

3. Using verbs and verb phrases to create precision and clarity in different text types

4. Using nouns and noun phrases to expand ideas and provide more detail

5. Modifying to add details to provide more information and create precision

6. Connecting ideas within sentences by combining clauses

7. Condensing ideas within sentences using a variety of language resources

C. Connecting and Condensing Ideas

1. Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.

2. Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.

3. Using a variety of verbs in different tenses (e.g., present, past, future), and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.

4. Expanding noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things.

5. Expanding sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.

6. Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so; creating complex sentences using because).

7. Combine ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world.) to create precise and detailed sentences.

8. Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday’s exam) or to make a concession (e.g., She studied all night even though she wasn’t feeling well).

9. Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas; for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room.) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim).

10. Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and normalization as in, They destroyed the rainforest. Lots of animals died.) to create precise and detailed sentences.

Foundational Literacy Skills:

Literacy in an Alphabetic Writing System

- Print concepts
- Phonological awareness
- Phonics & word recognition
- Fluency

See Appendix A for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, school experience, and literacy experience and proficiency. Some considerations are:

- Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transfer to English language and literacy.
- Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).
- Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).

LAUSD - Adopted from the 2012 CA ELD Standards